



School Safety Plan

2023 - 2024

Introduction

A safe and secure learning environment is the foundation upon which affecting teaching and learning takes place. All students, staff, parents / guardians, and those who visit the Health Sciences Charter School (Health Sciences) have a right to a safe and orderly environment.

Safe School Plan

Health Sciences' Safe School Plan provides the overall context for all to follow to ensure a safe and secure learning environment. It is to be a living document that is followed, tested, reviewed, and revised on a regular basis. Policies and procedures included are based upon those that currently exist. Roles and responsibilities for all adults are also clearly stated and defined.

School Emergency Plan

Within the Safe School Plan is the School Emergency Plan which identifies and describes the building's policies and procedures for reducing the risk of violence and establishes clear descriptions of actions that are to be taken in the event of a violent incident or other school emergency. This section is to be clearly understood by staff and students. A copy of this section should also be readily available to all, including substitute staff, in the case of an emergency.

Daily Screening Process

Health Sciences Charter School uses a variety of safety and security measures to ensure school safety for students, adults, and parents. For example, Health Sciences Charter School continues to require students to wear uniforms which consist of a school polo, black or khaki pants and sneakers. HSCS also takes strong measures concerning controlling access to school buildings and requiring faculty and staff to wear badges or picture IDs. Daily measures are listed but not limited to the use of security cameras to monitor the school, the use of random sweeps for contraband, random bag checks, and metal detection.

Listed below is a comprehensive list of the daily security measures Health Sciences Charter School adopts:

- Controlled access to the building. All doors to the building are locked and only accessible with a key fob.
- Interior and exterior security cameras throughout the building and gymnasium.
- Faculty and staff wear security and photo ID badges.
- Random contraband and phone sweeps.
- Required student and school uniforms.
- Random metal detection sweeps.

Post-Emergency Response Plan

Also within the Safe School Plan is the Post-Emergency Response Plan. This plan identifies and describes the actions that will be taken after a severe act of violence, crisis, or other emergency that has a major effect on the well-being of students, staff, and the community at large.

The Safe School Plan, School Emergency Plan, and the Post-Emergency Response Plans are to be kept in a place for quick and easy reference and will additionally be stored online on the school's

internal server. All substitute staff are to be made aware of these plans and are expected to follow them, if necessary.

SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION (SAVE)

GENERAL GUIDELINES

Guiding Development Principles

Emergency Response Plans/Teams required by the NYSED and annual update include the following three components:

School Safety Plan

- Provides overall framework and context for school's response
- Builds on existing policies and procedures
- Has team members that also serve on other teams

School Emergency Plan

- Details specific emergency situations and procedures

Post-Emergency Response Plan

- Identifies short and long-term procedures for dealing with emergencies
- Process to develop plans based on what's already in place and available history
- Roles and responsibilities of team members clearly defined
- Staff development to be provided to all staff
- Campus Plans to be reviewed and updated regularly

The Health Sciences Charter School's District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Health Sciences Charter School's Board of Trustees, the Principal of Health Sciences Charter School appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

School Safety Team

- School safety personnel
- Teacher, administrative, parent representation
- Community representatives (police, emergency, neighboring businesses, other)

Role and Responsibilities

- Provides framework and guidelines to identify and implement appropriate strategies for a safe and secure learning environment
- Develops School Safety Plan
 - Identifies potential school and community team members and/or agencies
- Builds on existing school policies e.g. school visitors, discipline, existing security procedures, etc. for risk reduction/prevention and intervention
- Describes chain of command and role of Emergency Response Team
- Identifies internal and external sheltering sites
- Reviews effectiveness of:
 - Emergency Response Plan

- Post-Emergency Response Plan

School Emergency Response Team

- Appropriate school staff
- Appropriate community representatives and emergency personnel

Roles and Responsibilities

- Identifies potential emergencies and response protocols for internal and external emergencies (threats of violence, hostage, weather, intruder, bomb threat, fire, medical, missing student, etc.)
- Manages response to situation
- Utilizes current campus and school floor plans
- Describes internal and external communication systems
- Determines evacuation procedures
- Determines procedures to secure site

School Post-Emergency Team

- Appropriate school staff
- Appropriate mental health support personnel

Roles and Responsibilities

- Coordinates mental health services and access to community resources
- Assists school in recovering from a crisis/emergency situation
- Ensures the structural safety of the building following a crisis

OFFICE STAFF - 911 PROCEDURES

1. Call Code (*Lockout, Lockdown, Shelter in Place*)
2. Immediately contact the Principal. If not available, Assistant Principal or Dean of Students
3. Assessment for 911 call

CODE CALL RESPONSIBILITIES

When a CODE is called that involves students and staff going to a **SHELTER OR LOCKDOWN**, Administration and School Security Personnel will be responsible for **IMMEDIATELY** using their Grand Master Key to lock all unlocked doors, including all main doors connected to the stairwell.

During any other emergency, Administration will be assisted by the Emergency Response Team in different capacities that are dependent upon the role(s) and responsibilities they are assigned.

Shelter in Place

Announcer (Admin): Uses overhead system and says, “This is a shelter in place! Please remain in your room.

Staff Response:

Staff must keep all students in the classroom, clear any students out of hallways and bathrooms, and redirect students away from an emergency situation. Email management regarding missing students.

Security staff will respond to medical, fights, and other emergencies while hallways are cleared and students are kept in class by all other staff.

Admin will supervise the emergency. If statements are needed, eyewitnesses will complete a written statement and submit it to the school administration.
Admin will announce when the Shelter in Place is over. No class changes until an announcement is made.

Lockout

Announcer (Admin): Uses overhead system and says, “We are in a LOCKOUT! No one is allowed in or out of the building.”

Staff Response:

Continue teaching as normal unless otherwise stated by announcer students and staff can move about the building.

- Security secures building entrances and monitors iPad cameras
- Admin in contact with local law enforcement and/or media
- No one is allowed in or out of the building. No cell phone usage. Admin to send one call explaining to families nature of lockout

Lockdown

Only done when an authorized or unauthorized person has been determined to be dangerous to individuals in the school. Announcer (ANYONE): Uses overhead system and says, “**Lockdown! Lockdown! Lockdown!**”

School Response:

- All Doors locked! Everyone is silent! Lights out! Everyone Hide! Dial 911
- Position everyone away from the door and out of sight (Each room is different) Barricade door to prevent entry when possible!

Do not leave the room or open the door until Administration/Police open the door. Do not respond to ANY overhead announcements. Only law enforcement alongside administration should open your door.

***Lockdown drills only conducted after notification has been sent to families, staff and law enforcement. If a lockdown is called, you should treat it as a real event. Do not call 911 during drill preparation!**

CODE WHITE DISASTER

MECHANICAL /STRUCTURAL CRISIS

(Power Failure, Building Collapse, Gas Leak, Hazard Materials, Boiler Explosion, etc.)

IN CASE OF GAS LEAK - DO NOT USE CELL PHONES OR WALKIE TALKIES

Observer

1. **Dial 120** (Main Office) - notify office of any mechanical / structural crisis

2. **Main Office**

- A. Announces “Mr. WHITE, please report to the main office” (*repeat 3 times*)
- B. Calls 911
- C. Calls HOS, Principal or AP
- D. Uses PA to alert staff of specific plan and procedures for evacuation to follow

3. **School Personnel**

- A. Evacuation of staff and students, as needed, to the Evacuation Location as directed by Administration with attendance and emergency information.

4. HOS or Principal

- A. Activates Emergency Response Team
- B. Notifies Board of Trustees
- C. Identifies location of disaster, number injured, and the extent of the injuries

5. Emergency Response Team

- A. Secures area near situation
- B. Determines particulars and extent of injuries
- C. Provides support where needed

NOTE: No one is to re-enter the building without authorization from administration. If building cannot be re-entered, bus companies and parents will be alerted and told where to pick up students.

FIRE DRILL PROCEDURES

Upon the beginning of the sound/strobe lights of the alarm system, **all staff members and visitors are to vacate the building using their designated evacuation route identified in their respective classroom or office space.**

Students in halls and lavatories are to exit with the nearest class and remain with that class until the signal is given to return to the building. Students should immediately inform the classroom teacher what class they should be in.

Teachers are to take their Plan Books/Attendance Rosters with them.

Teachers with students are to follow the posted evacuation routes and direct the class to a safe distance from the school.

The **teacher** should be the last person leaving the classroom and should turn off the lights and lock the doors.

Once outside, all students are to remain in line and stand quietly while teachers take attendance and the possibility for further direction remains. A student in the class should be holding up a visual document or poster identifying what class is present for accountability purposes. If a student is missing from a teacher's class the teacher must notify the support staff member who is checking in with them. If teachers have students with them who are not on their roster, they must notify support staff.

If there is an actual fire:

HOS, Principal or AP will activate The Emergency Response Team.

Teachers are to keep students quiet, orderly, wait for further directions and follow all directions that are given.

Non-Classroom teachers and staff to stand by for further directions.

Attendance sheets will be picked up and taken to a central location. An accounting for all students will take place.

Attendance sheets are to include: (See Appendix)

Teachers' names

Room number

On Attendance Slip, Note:

All present if all students for class are present

Names of students missing from class

Additional students with class

Do Not List Students Absent From School

Students and Staff will wait for the 'All Clear' signal to be given before returning to the building.

BOMB THREAT

1. Person Receiving Threat:

- A. Write out message in its entirety as received from caller using Telephone Bomb Threat Checklist to provide more detailed information
- B. Notify other staff or student to contact HOS, Principal, AP; or Main Office if they are unreachable
- C. Keep caller talking to elicit as much information as possible

Use Telephone Bomb Threat Checklist *(on next page)*

Elicit Bomb Facts:

- A. When will it go off?
- B. Where is it planted?
- C. What does it look like?
- D. What floor is it on?

Characteristics of Caller:

- A. Caller identity (sex, age, accent, etc.)
- B. Origin of Call
- C. Voice Characteristics (loud, high, pitch, deep, pleasant, raspy, etc.)
- D. Speech (fast, slow, stutter, slurred, distorted, etc.)
- E. Language (excellent, good, fair, poor, foul, etc.)
- F. Accent
- G. Manner (calm, angry, rational, irrational, emotional, etc.)
- H. Background noises (inside, outside, street noises, animals, etc.)

After call is ended, contact the HOS or Principal (ext.117 or 118) or at the main office

**IF UNABLE TO REACH THE EMERGENCY RESPONSE COORDINATOR,
CONTACT THE HEAD OF SECURITY WHO WILL CALL 911 AND RELAY
INFORMATION ABOUT THE CALL**

**Write any additional comments on the back of the Telephone Bomb
Checklist**

2. HOS or Principal:

- A. Activate School Emergency Team
- B. Evacuate Building (Fire Drill Plan)
- C. Call 911
- D. Prepare statement for parents/Board

IN THE EVENT OF A BOMB THREAT – DO NOT USE CELL PHONES

TELEPHONE BOMB THREAT CHECKLIST
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Do not use a Cell Phone

Be calm and courteous, Listen, Do not interrupt and do not hang up

Your Name:			Time:	Date:
Caller's Identity:	Male	Female	Adult	Juvenile
Approximate Age:				
Origin of call:	Local	Long Distance	Telephone Booth	

Write out message in its entirety:

If the building is occupied, inform the caller that detonation could cause injury or death. Call the Emergency Response Coordinator, Nichole Walls (ext. 241) or 716-449-1150. If unable to reach, immediately call 911 and relay information about the call.

Bomb Facts

Pretend Difficulty Hearing-Keep Caller Talking-If Talker Seems Agreeable to Further Conversation, Ask Questions Like:

When will it go off?	Time remaining?
Where is it located?	What floor is it on?

What kind of bomb?	What does it look like?
How do you know so much about the bomb?	What is your name and address?

Voice Characteristics		Speech		Language	
<input type="checkbox"/> Loud <input type="checkbox"/> High Pitch <input type="checkbox"/> Raspy <input type="checkbox"/> Intoxicated	<input type="checkbox"/> Soft <input type="checkbox"/> Deep <input type="checkbox"/> Pleasant <input type="checkbox"/> Other	<input type="checkbox"/> Fast <input type="checkbox"/> Distinct <input type="checkbox"/> Stutter <input type="checkbox"/> Slurred	<input type="checkbox"/> Slow <input type="checkbox"/> Distorted <input type="checkbox"/> Nasal <input type="checkbox"/> Other	<input type="checkbox"/> Excellent <input type="checkbox"/> Fair <input type="checkbox"/> Foul	<input type="checkbox"/> Good <input type="checkbox"/> Poor <input type="checkbox"/> Other
Accent		Manner		Background Noises	
<input type="checkbox"/> Local <input type="checkbox"/> Middle <input type="checkbox"/> Eastern <input type="checkbox"/> Hispanic <input type="checkbox"/> African <input type="checkbox"/> Slavic <input type="checkbox"/> Other	<input type="checkbox"/> Southern <input type="checkbox"/> Northern <input type="checkbox"/> Midwestern	<input type="checkbox"/> Calm <input type="checkbox"/> Rational <input type="checkbox"/> Coherent <input type="checkbox"/> Deliberate <input type="checkbox"/> Righteous	<input type="checkbox"/> Angry <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing	<input type="checkbox"/> Factory <input type="checkbox"/> Machines <input type="checkbox"/> Music <input type="checkbox"/> Office <input type="checkbox"/> Quiet <input type="checkbox"/> Street <input type="checkbox"/> Traffic <input type="checkbox"/> Inside	<input type="checkbox"/> Trains <input type="checkbox"/> Animals <input type="checkbox"/> Quiet <input type="checkbox"/> Voices <input type="checkbox"/> Airplanes <input type="checkbox"/> Party <input type="checkbox"/> Outside <input type="checkbox"/> Other

Please write any additional comments on the back of this sheet

EMERGENCY (CRISIS): VIOLENT PERSON AND/OR BRANDISHING A WEAPON

1. Observer - Dials 120 (Main Office) and notify the main office of the circumstances

- A. Describe the situation
- B. Identify the person(s) involved if possible
- C. Provide the location
- D. Communicate any and all pertinent information

2. Main Office

- A. Calls 911
- B. Notifies Principal
- C. Activates Emergency Response Team
- D. Uses PA to Announce "LOCKDOWN"

(ALL PROCEDURES FOR CODE LOCKDOWN WILL THEN BE FOLLOWED)

3. School Personnel

- A. Keeps all students in the classroom away from doors and windows
- B. Take any students in hallways to nearest classrooms
- C. Lock classroom doors
- D. Allow no students to leave classrooms
- E. Non-classroom staff be ready to respond to any requests for assistance

4. Emergency Response Team

- A. Secures area near situation
- B. Alerts office staff to location of incident so they may direct police to scene
- C. Manages situation

5. HOS/Principal / AP

- A. Uses PA to announce “All Clear”
- B. Prepares notice to parents
- C. Prepares report to the Board of Trustees
- D. Determines need to activate Post-Emergency Response Team
- E. Coordinates post-crisis communication with emergency services

SUICIDE: THREAT OR ATTEMPT

Observer notifies Principal or AP of the **suicide threat** and seeks adult help for the child, preferably from a member of the school mental health staff.

In the event of a suicide attempt:

- A. Always assume that the victim is alive
- B. Call 911
- C. Administer emergency first aid
- D. Contact Principal
- E. Keep children away from scene but remain with the student until help arrives

(ALL PROCEDURES FOR CODE RED WILL THEN BE FOLLOWED)

HOS/Principal/AP:

Activates Emergency Response Team and follows through with crisis procedures including:

- A. Contacting student’s parents
- B. Contacting appropriate local agencies
- C. Prepare notice for parents in student’s class and/or school
- D. Notify Board
- E. Activate Post-Emergency Response Team

CIVIL DISOBEDIENCE

Civil disturbances, such as public or student demonstrations on school grounds, have the potential to injure staff and students, damage property, disrupt instruction, and jeopardize the integrity of the institution are grounds for the procedures below.

HOS/Principal/AP:

- A. Calls 911 (Depending on the severity of the situation)

- B.** Positions support staff and school security personnel at the access points of the building to ensure there is no breach

(ALL PROCEDURES FOR CODE LOCKDOWN WILL THEN BE FOLLOWED)

- C.** Activates Emergency Response Team who will:
 - a.** Assess potential danger and possibly alert staff to a 'LOCKDOWN' response
 - b.** Prepares communication to parents
 - c.** Notifies Board of Trustees

SEVERE WEATHER

Head of Schools may decide if early dismissal is necessary. Once the decision is made to close early or to remain open to the regular dismissal time, the PA is used to notify students and staff of the decision, time of dismissal (if early), and of any extraordinary precautions during dismissal.

REGULAR DISMISSAL

The Head of Schools communicates to the media that the school will dismiss at a regular time and that parents may pick up students early.

FRONT DESK SECRETARY will call students down from their classroom for dismissal once it is verified that the person who is attempting to pick them up is listed as a contact person for that student in our database. School Security personnel and the Dean of Students will coordinate the transition of students.

EARLY DISMISSAL

Head of Schools:

- A.** Prepares media release to be aired two hours before early dismissal time
- B.** Activates Emergency Response Team
- C.** Uses PA to inform staff and students of early dismissal plans
- D.** Asks teachers for names of students who may not be able to leave early and get home safely
- E.** Arranges for an area for students who must remain in the building
- F.** Identifies staff able to assist in their supervision

LATE DISMISSAL / UNABLE TO DISMISS

Head of Schools:

- A.** Activates Emergency Response Team
- B.** Uses PA to inform staff and students of plans

- C. Arranges with cafeteria for snacks and meals for students
- D. (2 day food supply, 1 week if there is electricity)

STUDENTS: MEDICATION/CHRONIC MEDICAL CONDITION

School Nurse to compile a list of students with chronic and high risk medical condition, name of condition, and any identified protocols.

Distribute complete lists to: **Head of Schools, Principal, AP, Dean of Students, Head of Security and CSE Chair**

TRAGEDY/ DEATH OF SCHOOL PERSONNEL OR STUDENT
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In the case of a tragedy or death of a school personnel or student:

Head of Schools/ Principal /AP will:

- A. Mobilize the counseling staff to service any staff member and/or student.
- B. May also activate the Emergency Response team to assist the counseling staff.
 - a. The Emergency Response Team would assist in contacting the parents if it was deemed necessary.
 - b. Assist in any counseling services deemed appropriate
 - c. Assist in managing all other issues pertaining to tragedy
- C. In a case of high need, the administrator would notify local agencies to lend support with the counseling and/or whatever assistance is needed.
- D. Manage local media

EVACUATION PROCEDURES

Evacuation Plans may take one of three forms:

- A. Evacuation of buildings to safe distance from school
- B. Evacuation of building to one or more off campus locations
- C. Evacuation of students to their homes

PROCEDURE 1:

Evacuate to a Safe Distance From School:

- A. Principal uses procedures for Fire Drill
- B. Classroom Teachers follow in-classroom posted evacuation routes to designated areas, take attendance, and wait for a signal to return to the building or for other directions.

PROCEDURE 2:

Evacuate from Building to Off-Campus Building(s)

Principal:

- A. Activates Emergency Response Team
- B. Determines need to transfer students/ staff to off-campus location
- C. Reviews Emergency Team Members' responsibilities
- D. Contacts emergency site to discuss need and plan to transfer students
- E. Notifies Board
- F. Uses PA to notify staff/students of the need and plan to move to an off-campus location
- G. Gives directions for movement grade/building by grade/building
- H. Supervises transfer
- I. Sets up student sign out procedures at location
- J. Notifies School Bus staff of possible need to pick up at alternate site

PROCEDURE 3:

Evacuate Students to Home

Head of Schools/ Principal:

- A. Activates Emergency Response Team
- B. Determines need to dismiss students / staff the their homes
- C. Reviews Emergency Team Members' responsibilities
- D. Notifies Board
- E. Uses PA to notify staff and students of the need and plan to move to an off-campus location
- F. Gives directions for movement grade/building by grade/building
- G. Supervises dismissal
- H. Notifies School Bus staff of possible need to pick up at alternate site
- I. Conducts a sweep of the building to ensure no students / staff remain

EVACUATION ROUTE TO OFF-SITE LOCATION(S)

Head of Schools/ Principal /AP will:

- A. Evacuate the High School located at:

Health Sciences Charter School
1140 Ellicott Street
Buffalo, New York 14209
716-888-4080

- B. After exiting through the front of the building (Ellicott Street), students and staff will head NORTH toward Riley Street and proceed WEST onto Main Street.
- C. Students and staff will proceed to Bethesda World Harvest International Church. The Principal, AP or Dean of Students will give further instructions at the alternative site.

Teachers will:

- A. Take their Plan Books/Attendance Rosters with them to the alternate site
- B. Follow the posted evacuation routes and direct the class to the alternate site

Non-Classroom teachers and staff will:

- A. Facilitate an orderly evacuation
- B. Assist students and staff with the transition to the alternate site
- C. Stand by for further directions.

EVACUATION PLAN: STUDENTS WITH SPECIAL NEEDS

Students with permanent or temporary physical disabilities and/or injuries may require a written evacuation plan in case of an emergency.

Principal /AP

- A. Consults with School Nurse to assess the needs of individual students with special needs
- B. Develops a plan for each student after consultation with appropriate staff that includes:
 - a. Student's name
 - b. Student's disability/ special need / injury / medical condition
 - c. Classroom and special subject contact teachers
 - d. Assistance needed
 - e. Equipment needed
 - f. Names of adults providing assistance (minimum of two)
 - g. Adult responsibilities / protocols in case of evacuation
- C. Distributes and reviews plan with Classroom Teacher who:

- a. Reviews Plan with student and documents review / modifications
- b. Places copy in Emergency Folder
- c. Gives copy of Plan to:
 - i. Special Subject Teachers
 - ii. All adults identified in plan (1 staff member designated as a lead guide for a student during an emergency or evacuation)
 - iii. Nurse
 - iv. Emergency Response Team

EVACUATION PLAN FOR STUDENTS WITH SPECIAL NEEDS

Date of Plan _____

Student Name _____ D.O.B. _____

* Teacher _____ Rm. _____ Grade _____

SWAN Teachers (copies of plan given to those listed below)

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

Assistance Needed (Plan) _____

Equipment Needed _____

Adults Providing Assistance

- * _____
- * _____

Plan Reviewed with:

☐ Classroom Teacher Date _____

☐ Student Date _____

Copy on file:

- ☐ Nurse
- ☐ Emergency Folder

POST-EMERGENCY PLAN/TEAM RESPONSE
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Head of Schools/ Principal /AP:

- A. Activates Post Emergency Team

Post-Emergency Team:

- A. Assesses impact crisis on students, staff, parents, community
- B. Determines possible actions to reduce chance of emergency re-occurring
- C. Assesses procedures taken during emergency
- D. Determines actions to take in the short and/or long-term
- E. Identifies need for Mental Health Counseling
 - I. Target audiences
 - II. Length of service
 - III. Specific service provides
- F. Provides a written summary of meeting and plan of action

PARENT / MEDIA NOTIFICATION LETTER

Today, a situation developed at our school. The students were relocated to _____, and the authorities were notified.

The school responded quickly. Immediate and appropriate actions are being taken to investigate and address the situation.

Our primary concern is for the safety and welfare of the students and staff.

Parents are being notified. (FOLLOW EARLY RELEASE PROTOCOL)

More information will be forthcoming regarding this situation and the school schedule for tomorrow.

Thank you.

CAFETERIA RULES / EXPECTATIONS

Entering the Cafeteria

- A.** Students will enter the cafeteria through the main entrance and enter the lunch line, unless the line cut off point has been reached.
- B.** If the line cut off point has been reached then students must report directly to their seats and wait patiently to be called into the line by the staff member who is conducting lunch supervision.

During Lunch

- A.** Students are to remain in their seat at all times
- B.** Students must receive permission from a school staff member or volunteer to enter the snack line or use the lavatory.
- C.** Students are expected to respect the space, rights, options, and property of others at all times.
- D.** Students are to conduct themselves in a manner consistent with a high level of integrity, personal accountability, respect, responsibility, and safety.
- E.** Students will place their garbage into the closest garbage can according to the proximity of their seat.

Cafeteria Dismissal

- A.** Students will be dismissed by the bell, or by a signal from support staff. It may be by section at the discretion of the staff member supervising
- B.** Students are expected to exit in a quiet and orderly fashion

VISITORS

For the safety of the children, school personnel **MUST** know who is in the building at all times. The doors are to remain locked at all times during the instructional day. In order to gain access to the internal school environment, visitors must be securely “buzzed” into the building by the main office or administrative staff.

- A.** Anyone that is not a pupil or a staff member is considered a visitor.
- B.** All visitors **MUST** report to the main office to sign in and receive a Visitor Pass.
- C.** The Visitor Pass **MUST** be worn for the duration of the visit, and be returned to the main office before leaving the building.

FRONT DESK PROTOCOLS FOR VISITORS

To maintain the highest level of personal safety relative to our students and staff within the confines of the school building, the following steps **MUST** be followed for any individual(s) attempting to enter the building through any access point. This includes the main office, side door access points, and any fire door.

- A.** State "good morning / afternoon, how may I help you"
- B.** Ask the individual to identify themselves and the name of their child.
- C.** Once the individual has identified themselves, their child, and their purpose for needing to gain access to the building, they should be advised to "come into the main office to sign in."
- D.** Once they have entered the main office, please verify their guardianship by using the E-school data system. Ask them to "please sign in on the guest / visitor log." They may at no time enter into the building beyond the main office unless they are escorted by School Security personnel to a conference location.
- E.** Any visitor, regardless of reason for needing to enter the building beyond the main office area **MUST** sign in and obtain a visitors pass in order to proceed through the double doors.
- F.** Upon leaving the building, please have the guest(s) sign out.

BUS ARRIVAL AND DISMISSAL

Arrival Procedures

Students that are walkers or dropped off begin entering the building at 7:00 am. Also, at that time students that use public transportation begin arriving during 7:00am. There are adults in the cafeteria during arrival to ensure the safety of our students. Those administrators and managers will remain in the cafeteria until support staff and the teachers who are assigned morning duty arrive. The morning staff's main purpose is the safe supervision of the students throughout their transition. This includes making sure parents report to the main office before proceeding into the building or signing student's in.

Dismissal Procedures

Prior to dismissal any parents that are picking up their child as early dismissals must report to the main office. The main office will call the student down and have the parent sign them out.

School-wide support staff members will be in the hallways to monitor students and parent sign outs.

Bus Duty Personnel: Support staff members will walk down to Utica with the students during dismissal to ensure student safety and to diffuse any student issue when deemed necessary. Peacemakers will be responsible for supervising Main and Utica and will contact staff who are stationed in the building if they need assistance.

BUS RULES

For those students who have yellow bus transportation, our commitment to safety and security extends to the school bus. Riding the bus is a student privilege. The rules for maintaining this privilege can be summarized as follows:

- A.** Follow all of the driver's instructions
- B.** Sit and stay in your assigned seat, facing forward
- C.** Keep hands, feet and objects to yourself
- D.** Use appropriate language and gestures
- E.** Do not raise your voice or do anything that will distract the driver

In sum, we are asking students not to do anything that could distract the driver's attention away from the road. School busses do not have seat belts and rely on the seat's design to protect students in the event of a sudden stop or accident. That is why students must remain in their seats; facing forward.

Consequences for not following the directive of the bus operator and bus aide will be determined by the administration. Any student causing a disruption or any safety issue may be subject to a suspension from school and/or bus transportation, a parent conference or any other consequence deemed appropriate by the administration.

BUS ACCIDENT (Yellow Buses)

Assistant Principal

- A. Verifies:**
 - a. Bus Company
 - b. Bus Number
 - c. Location and time of accident
 - d. Number and severity of injuries
 - e. Emergency equipment at scene (police, fire, ambulance)
 - f. Locations where injured students may have been taken
- B.** Activates Emergency Response Team
- C.** Proceeds to accident scene with all/some ERT members
- D.** May accompany to hospital

- E.** Notifies Board of Trustees
- F.** Provides parent contact information to hospital, if necessary
- G.** Notifies parents of injured children
- H.** Communicates accident status to school
- I.** Alerts Nurse and Mental Health staff to meet students not taken to the hospital, provide them with a snack, and offer the possibility of being picked up by parents to go home
- J.** Secures a copy of Police Report
- K.** Creates letter to go home to all parents
- L.** Activates Post-Emergency Response Team and follows through

CHILD DOES NOT ARRIVE HOME

(Within a reasonable amount of time)

Principal/AP:

- A.** Contacts transportation to verify child was dropped off
- B.** Contacts child's teacher to assess:
 - a. Child's normal end of day habits
 - b. End of day routine that particular day
 - c. Possible unique family situation
- C.** Calls 911 to alert police of situation and request assistance
- D.** Activates Emergency Response Team
- E.** Contacts anyone listed on Emergency Card as to awareness of situation
- F.** Contacts friends, others who were with child to in attempt to gather helpful information
- G.** Determines need to send a Mental Health staff member to child's home to support and comfort family
- H.** Works cooperatively with authorities to locate child
- I.** Depending on the outcome of the situation, may:
 - a. Notify Board
 - b. Activate the Post-Emergency Response Team
 - c. Notify parents

ABANDONED CHILD

In the event that a parent/guardian is unable to be located and a student remains at the site of the emergency:

Principal/AP:

- A. Assumes supervision of the student when the administrator judges that a sufficient amount of time has passed without receiving any communication from the parent/guardian or individuals listed on the student's Emergency Contact Card, the administrator will contact the Buffalo Police Department at: 851 - 4403 to report an "Abandoned Child."

EMERGENCY ATTENDANCE FORM

(May also be used for Fire Drills and other Evacuation Emergencies)

Date _____

Teacher _____ Grade _____ Room _____

Note: DO NOT COUNT CHILDREN ABSENT FROM SCHOOL

_____ All of my students are present

_____ Number of children missing from my class

Names of Children Missing:

Location:

_____ Number of children in addition to my class

_____ Number of adults in addition

Names of Additional Children/Adults:

Student's Teacher

EMERGENCY EARLY RELEASE OF STUDENTS

Head of Schools/Principal:

- A. Decides to close school early
- B. Notifies School District Buses
- C. Activates Emergency Response Team:
 - a. Assigns non-classroom staff to specific classrooms for support
 - b. Determines and communicates after closing holding areas for students
- D. Notifies Media
- E. Uses PA to notify staff and students of decision to close school and time of closing
- F. Directs teachers to implement Parent Telephone Tree
- G. Notifies Parent Group Leader

Front Desk Secretary:

- A. Contacts parents using the One Call system saying,
 - a. *“Due to an emergency, the Health Science Charter School will be closing at (state time). Do you want your child placed on the bus or held at school? You will need to pick up your child at (time that will be ½ hour after the close of school) in the (give location where children are to be housed).”*
- B. Sends class checklist of students to office at least ½ hour before dismissal
- C. Dismisses students

Emergency Response Team:

- A. Assigns staff to strategic locations to ensure student safety

EMERGENCY EARLY RELEASE OF STUDENTS- SCRIPT AND RECORD

Teacher: _____ Grade: _____ Room # _____ Date: _____

“Due to an emergency, the Health Sciences Charter School will be closing at _____. Do you want your child to be placed on the bus or held at school for pick up? You will need to pick your child up by _____ (1 hour before buses arrive) in the cafeteria.

Student Name

Pick up

Bus

Comments

x

x

x

x

x

x

x

x

x

x

x

x

x

Once completed, submit copy to Office as soon as possible

SUGGESTED ACTIVITIES FOR TEACHERS

(During Lockdown/Lockout and/or for Sheltering Locations)

During these times, the normal instructional program may be difficult to follow. Activities (that support learning, require little or no supplies, are easy to follow, can be implemented where ever class is located, and recognize that children may be upset and/or under stress) should be planned

by Grade Levels and kept as part of the Emergency Folder to be taken to the location where class is to be housed. Additionally, copies of books to read aloud may also be kept as part of this folder.

Please attach your Grade Level Planned Activities here:

EMERGENCY SUPPLY KIT

School Safety Plan
 Flashlight
 Name Tags (stick on)
 Marking Pens
 First Aid Supplies
 Whistle
 Master Keys
 Class Lists
 Bus Lists
 Rubber Gloves
 Blank Notebook
 Staff Roster
 Emergency Contact List
 Disposable Camera
 Duct Tape
 Bullhorn
 Pencils/Pens
 Cell Phones
 Two Way Radios
 Kit to be kept in Primary Command Center that is known to the Emergency Response Team (Principal's Office)

STAFF MEDICAL SKILLS

CPR AND AED CERTIFIED STAFF

<u>Name</u>	<u>Room</u>	<u>Phone</u>
<u>Administration</u>		
Jaime Venning	415	118(cell: 716-510-5987)
Rob Baxter	118	418(cell: 716-339-1455)
Rick Mammoliti	214C	108 (cell: 716-574-4598)
Nichole Walls	314 A	241(cell: 716- 449-1150)
Alisa Officer	214B	218 (cell: 716-432-7646)
<u>Health Office</u>		
Supplemental Health	115	115
<u>Office Staff</u>		
Jen Jasinski	Main Office	120
<u>Physical Education</u>		
Rob Coleman	Gym	606

Blair Helton
Ty Parker

Health Room 140
Gym 606

Support Staff

Andrew Sullivan	408	Walkie
Trevor Ruffin	408	Walkie
Amber Rath	314A	314
Tiffany Prunty	408	Walkie
Sage Brown	314D	217
Coleman Pettway	314C	133
Ayrell Nailor	214D	111

SCHOOL EMERGENCY/ POST-EMERGENCY RESPONSE TEAM

LINE OF AUTHORITY / TELEPHONE TREE

Once the team has been constituted, Team members need to develop specific lines of authority to follow during an emergency in which one or more members of the Team are absent.

Additionally, or as part of the above protocol, a Telephone Tree that includes both in school and after hours telephone numbers, needs to be established. Each ERT member keeps a copy of this Telephone Tree at home to follow after hours.

EMERGENCY PHONE NUMBERS

Name	Phone Number
Emergency Police/Fire	911
Buffalo Police Department (B-District)	841-4585
Buffalo Fire Department	855-9790
NFTA Police (Tom Dewey)	861-0891
Child Protective Services	1-800-342-3720
Women and Children's Hospital of Buffalo	878-7000
Poison Control Center	1-800-222-1222
HAZMAT Environmental Group	827-7200
American Red Cross	886-7500
Weather Forecast for Buffalo	844-4444
National Grid Customer Service	1-800-664-4272
National Grid Power Emergency	1-800-867-5222
National Fuel Customer Service	686-6123
National Fuel Gas Emergency	1-800-444-3130
Verizon	890-7711
Buffalo Newspaper	849-4444
YNN News	558-8999 ext.2
WBEN 930 AM	843-0600
Channel 2 News	852-2669
Channel 4 news	874-4410
Channel 7 News	845-6100
Sonitrol	847-0900
Roswell Park Public Safety (Harvey Strassburg)	289-4377
Canisius College Public Safety (Richard Miller)	845-4925/289-4377
Bethesda World Harvest International Church	884-3607
Belmont Center	8847791

NFTA Police Dispatch	855-6405
Damon & Morey (Charter Board Attorney)	856-5500
Lawley Insurance (Insurance Broker)	849-8677
School Resource Officer (Phillips)	563-4775